EMOTIONAL MATURITY OF PROSPECTIVE SECONDARY SCHOOL TEACHERS IN RELATION TO SELF-CONTROL AND FAMILY ENVIRONMENT

SYNOPSIS OF THE THESIS

Submitted by

Arun Kant

Registration No.: **AU20EDPhD0049**

Under supervision of

Dr. Narbada Devi

And co-supervision of

Dr. Suman Lata

In Partial Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

FACULTY OF EDUCATION,

BASIC SCIENCES AND HUMANITIES

ABHILASHI UNIVERSITY

CHAIL CHOWK, MANDI (H.P.) – 175028

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DECLARATION

I hereby declare that the dissertation synopsis entitled **"EMOTIONAL MATURITY OF PROSPECTIVE SECONDARY SCHOOOL TEACHERS IN RELATION TO SELF-CONTROL AND FAMILY ENVIRONMENT"** to be submitted for the partial fulfillment of the Degree of Doctor of Philosophy is my original work and the dissertation has not formed the basis for the award of any degree, diploma, associate ship or fellowship of similar other titles. It has not been submitted to any other University or Institution for the award of any degree or diploma.

Place: Chail Chowk

Date: 21/05/2023

Signature of the Scholar

Name of Scholar

ARUN KANT

Forwarded by: Concern Supervisor/Co-Supervisor

Place: Chail Chowk

Date: 21/05/2023

Signature of the Supervisor

Name of the Supervisor

DR. NARBADA DEVI

Place: Chail chowk

Date: 21/05/2023

Signature of Co-Supervisor

Name of the Co-Supervisor

DR. SUMAN LATA

CERTIFICATE

This is to certify that the thesis titled **"EMOTIONAL MATURITY OF PROSPECTIVE SECONDARY SCHOOL TEACHERS IN RELATION TO SELF-CONTROL AND FAMILY ENVIRONMENT"** is an original piece of work done by Arun Kant under my supervision for the degree of Doctor of Philosophy, in Abhilashi University Chail Chowk Mandi H.P. I also certify that this work has not been submitted to any other University for a Ph.D. degree.

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Place: Chail Chowk

Date: 21/05/2023

Signature of the Supervisor

Name of the Supervisor

DR. NARBADA DEVI

Place: CHAIL CHOWK

Date: 21/05/2023

Signature of Co-Supervisor

Name of the Co-Supervisor

DR. SUMAN LATA

INTRODUCTION

Generally, all our actions and reactions during our daily routine are governed by emotions. Whether we are happy, sad, irritated, enthusiastic, or quiet, all are our ways of expressing emotions. The term refers to a feeling and its distinctive thoughts, psychological and biological states, and range of propensities to act (Goleman, 1995). Emotions are our responses to the world around us, and they are created by the combination of thoughts, feelings, and actions. Elfenbein, (2006) re-emphasized the statement of William James, (1884) that the emotional process follows the perception of the stimulus. Perception depends a lot on personality traits. The emotional display is resultant of our perceptions, feelings, and thoughts.

EMOTION

An emotion is a strong feeling. Emotions are present in every activity of human beings. They are prime movers of thought and conduct. They play important role in influencing physical health, mental health, social life, character, learning process, and area of adjustment.

The word "emotion" comes from the Latin roots meaning 'to stir up' or 'to excite'. In common usage, emotions mean subjective feelings.

According to **Crow and Crow**, "An emotion is an affective experience that accompanies generalized inner adjustment and mental and physiological stirred-up states in his overt behavior."

Like instinct emotions, too, are very important forces in the education and development of the child. Emotions are said to be the springs of action like the smell in a flower. Emotions are present in every activity of human beings. In every activity that we perform, we feel pleasure, lethargy, or pain. It is gradually being revealed by psychoanalysis that a great deal of misery of human beings is due to undisciplined or misdirected emotions. A happy man is one who has well-trained emotions. According to **Carruth's** view, "Emotions are sensory experiences that communicate across human systems. They can be distorted or dissociated according to values and beliefs. They provide motivation and inspiration to retreat or to excel."

Emotional development is as affected by maturation and learning as the sensory processes, muscular growth, and intellectual functions.

EMOTIONAL MATURITY

The concept of 'mature' emotional behavior at any level is which reflects the fruit of normal emotions that develop. A person who can keep his emotions under control, who is self-able to break delay and to suffer without pity, might be emotionally stunted and childish. **According to Walter D. Smitson**, "Emotional maturity is a process on which the personality is continuously striving for a greater sense of emotional health, both intra-psychically and intra-personally."

An emotionally mature person can withstand delays in the satisfaction of needs. He can tolerate frustration to a reasonable amount and is capable of delaying or revising his expectations in terms of demands or situations. He is free from unreasonable fear and can enjoy his daily activities in different situations and with different people.

The important attribute of maturity is a sense of reality. A mature person can tolerate a reasonable amount of frustration and can make effective adjustments with himself, the members of his family, and his co-workers in the workplace and society. Emotional maturity includes qualities such as self-awareness, the ability to manage moods, motivation, empathy, and social skills like operation and leadership. An emotionally mature person has a belief in long-term planning and is capable of delaying or revising his expectations in terms of situations. Emotional maturity means not merely the capacity for such attributes and functioning but also the ability to enjoy them fully. Each of us develops consistent emotional patterns that are immature and disruptive; we can take steps to improve them.

CHARACTERISTICS OF AN EMOTIONALLY MATURE PERSON

A person is said to be emotionally mature when he feels proper emotion in a proper situation and expresses it in a proper quantity. An emotionally mature person will possess the following characteristics:

- Almost all the emotions can be distinctly seen in him and their pattern of expression can be easily recognized.
- The manifestation of emotions is very refined. Usually, he expresses his emotions in a socially desirable manner.
- He can exercise control over his emotions. He can hide his emotions.

- The intellectual powers like thinking, reasoning, etc. are properly exercised by making any decision. He is more guided by his intellect than his emotions.
- He does not possess the habit of rationalization i.e.; he never gives arguments in defense of his undesirable or improper conduct. Also, he never puts the responsibility for his own mistakes on others. He is always honest in his behaviour.
- He possesses an adequate self-concept and self-respect. He never likes to do things or to show such behaviour as can injure his self-respect and is averse to his self-concept.
- He is not confined to himself. He thinks of others and is keen to maintain social relationships. He never engages himself in such behaviour as is antisocial and can result in social conflicts and blockage of social relationships.
- He has the potential to exercise his emotions at a proper time in a proper place. Mature emotional behavior is characterized by greater stability. A person having such maturity shows no sudden shift from one emotion to another.

AREAS OF EMOTIONAL MATURITY

Dr. Mahesh Bhargava and Dr. Yashvir Singh had given five areas of emotional maturity which are discussed below:

EMOTIONAL STABILITY:

It refers to the characteristics of a person that does not allow him to react excessively or give to showings in mood or marked changes in any emotive situation.

EMOTIONAL PROGRESSION:

It refers to a feeling of adequate advancement and growing vitality of emotions concerning the environment to ensure positive thinking imbued with righteousness and contentment.

SOCIAL ADJUSTMENT:

It refers to a process of interaction between the needs of a person and the demands of the social environment in any given situation so that they can maintain and adopt a desired relationship with the environment.

PERSONALITY INTEGRATION:

It is the process of firmly unifying the diverse elements of individual motives and dynamic techniques, resulting in harmonious co-action and de-escalation of the inner conflict in the undaunted expression of behavior, whereas disintegrated personality includes all those symptoms, like reaction, phobias formation, rationalization, pessimism, immorality, etc. such a person suffers from inferiorities and hence reacts to the environment through aggressiveness, destruction and has distorted senses of reality.

INDEPENDENCE:

A person's attitudinal tendency can be self-reliant or resistant to control by others, where he can take his decisions by his judgment based on facts by utilizing his intellectual and creative potential. Man is a product of nature and nurture i.e. heredity and environment. Both heredity and environment play important roles in the development of the personality. Heredity and environment are the two great forces that give rise to human behavior and personality traits. The Russian psychologist Pavlov, Dr. Ruth Benedict, etc. have proved by their studies that environment is the main influence quotient, divert and determines the direction of development i.e., physical, emotional, social intellectual, and hence gives shape to our personality.

FACTORS AFFECTING EMOTIONAL MATURITY

Emotions are very important forces in the education and development of the individual. Emotions are said to be the springs of action. The development of emotions starts from the very beginning of childhood and it reaches its maximum in adulthood. During this stage, generally, all individuals attain emotional maturity.

Many factors affect the emotional maturity of every individual, which are as follows:

1. **Health and physical development:** Health and physical development have a positive correlation with emotional maturity. Any deficiency on the physical side either internal or external creates emotional problems. The persons suffering from illness or weak in the somatic structure are more emotionally upset and unstable than those whose health is better. Also, the normal functioning of glands is important for balanced emotional development, any increase or decrease in their secretion may act as an obstacle to proper emotional development.

2. **Family atmosphere and relationships:** Emotional maturity is very much influenced by the family atmosphere and relationships. The cordial atmosphere at home develops positive emotions whereas the conflicts, fights, and tensions in the family give birth to negative emotions in the child. The order of birth, the size of the family, the socio-economic status of the family, the parental attitude, etc. all is responsible for the development of emotions in a child.

3. **Intelligence:** Intelligence also affects emotional maturity. Persons with high intellectual levels are more mature than those with intellect.

4. **School atmosphere and teachers:** The school plays an important role in the emotional maturity of students. The healthy conducive atmosphere, the physical facilities, the methods of teaching, the organization of co-curricular activities, the relationship among the staff members and the heads of the institution, and the behaviour of teachers with the students influence the emotional maturity of the students.

5. **Social development and peer-group relationship:** Emotional maturity is also affected by social development. The more social is the individual, the more will be emotionally adjusted. Socially rejected or maladjusted individuals always face difficult emotional problems.

SELF- CONTROL

Self-control or self-mastery is a far greater possession than the possession of earthly goods. If we do not possess self-control, even though we possess all the fine things of life and became unable to use them to any advantage. More than that, we may unconsciously strike at the very root of our life. Under the influence of hatred or any violent, uncontrolled emotion, a person may do something he will always regret, the very thing that he knows to be destructive. If we ask him why he did it, he will say that he could not control it, and it happened in a flash of impulse. But why should such an impulse rise at all? It is not through chance we fall under the sway of these evils. A man may use high-sounding words expressing moral ideas, but if he lacks the fundamental principles of life, if he lacks forgiveness, he will burst out in anger someday, and then all his dogmas and theories will go for nothing.

Self-control is not merely an interesting theme of study for students of psychology, religion, or philosophy. It is a vital necessity in our lives if we would maintain social order and keep harmony and health in the household. Our friends may strive to create peaceful conditions for us, but if our mind is not at peace, we shall only find momentary satisfaction. Some people in this world are never satisfied; they always want something different. It is not by gratifying our desires that we shall find any lull, but rather by uniting them and making them harmonious with our higher purpose. This does not imply that we must crush every desire that rises in our minds. It would be like covering a fire with ashes, the fire would still be there intact. We do not free ourselves from our lower propensities by this method, but by gaining greater knowledge, by gaining greater unity, and control within ourselves.

The only way we can raise, the only way we can lift our fellow beings is to find a higher level of consciousness. If we have a nobler standard of life, if we possess self-control, if we are masters of ourselves, we shall not need to state it in words. All who are living around us - children, brothers, sisters, and friends - will benefit from what we are. They may become impatient with us, intolerant that we are different from them, but if we hold fast to our ideals, they will turn to us in moments of distress. In the time of storm, anger, impatience, or great grief, one who

is not troubled by these things, becomes like a rock; others cling to him and find their consolation.

DEFINITIONS OF SELF-CONTROL

The great epic **Mahabharata** says, *"that king who knows well how to conquer lust, wrath, avarice, boastfulness, and pride can possess the sovereignty of the world"(cited in Paramananda, 1992).*

According to **Goldfried and Merbaum (1973)**, *self-control can be viewed as a process through which an individual becomes the principal agent in guiding, directing, and regulating those features of his/her behavior that might eventually lead to desired positive consequences.*

But who would knowingly be his/her enemy? Perhaps we would not act as our enemy if we had conscious possession of ourselves, but very few of us have. We become our enemy when we are thrown out of balance by anger, hatred, grief, or any intense emotion. One who is pleasant and lovable can be so changed by anger or jealousy that even if we try we can no longer find any trace of beauty in his face it has become distorted. There is a dual principle in us. One part of us aspires for the highest, best, purest, and finest; the other is earthbound, weighted down by material concerns. One who has control over his/her self, who is serene during all dual conditions, heat and cold, pleasure and pain, noise and stillness, under all circumstances, will carry with him wherever he goes the constant realization of his supreme self (Paramananda, 1992).

FAMILY ENVIRONMENT

Family is a very important unit of social institutions. An individual cannot live without a family, similarly family cannot establish without an individual. Family means a group of a husband and wife and children and their grandparents. Family plays an important role in an individual's life. The first person that a newly born child comes in contact with is a mother. Then his small world expands to include his father, siblings, and grandparents. Family members, interactions among them, discipline in the family, and faults and abnormalities in a family relationship influence a child's social, emotional, and cognitive development. Researchers have

always been interested in studying the impact of child-rearing practices and parent-child relationships on children's personalities. Faulty practices and relationships often result in maladjustment, which eventually results in faulty personality development.

The family has been defined in many ways:

The World Book Dictionary (1992) defines family as "a group of people living in the same house or under one head, including parents, children, relatives, and servants".

MacIver (1945) defined family as "a group defined by a sex relationship sufficiently precise and enduring to provide for the procreation and upbringing of children".

These definitions emphasize close interpersonal relations as a characteristic of the family. A family is a group of persons united by the ties of marriage, blood, or adoption; having a single household, interacting and intercommunicating with each other in their respective social roles of husband and wife, father and mother, son and daughter, and brother and sister, sharing a common culture.

Characteristics of the family, are as follows:

1) Universality- The family system exists in different types of societies, with little variations.

2) Effectiveness- Family is the most influential factor in personality development.

3) Emotional support- Family endures the basic emotional support; love, affection, faith, and empathy.

4) Limited size- Family size is limited, as family members are obtained only through birth, marriage, or adoption. Primary social factor- Family adopts society's culture; family is a kind of replica of society.

5) Unlimited responsibilities- Every member of the family has to fulfill certain responsibilities, which are specific to his/her role; there is no limit to the number of responsibilities to be fulfilled by each other.

Families are divided into two categories i.e. Joint family and the nuclear family. A joint family means all members of the family live together nuclear family means a group of husband and wife and children live with each other.

Family relationships are very important for the growth and overall development of personality factors that are nurtured by a relationship that is observed in a family environment which contains. Their basic dimensions:

1) Relationship dimension
2) Personal growth dimension
3) System maintains dimension

The phrase “Family Environment” refers to all the entities, forces, and conditions in the home which influence the child physically, intellectually, and emotionally. Late adolescence is a phase of life when students face many psychological and social problems especially due to the family and/or peer pressure of acceptance and academic stress. They also feel confused with the values of the family as well as the values followed by the peer group. The burden of coping with the stress leads to anxiety and a feeling of insecurity.

The family environment is the first and perhaps the most enduring context for growth. The family environment lays the foundation for identifying with models, accepting values, playing out family roles, developing affection, and eventually distinguishing one’s values and goals from those held by other family members. One central part of life after childhood is discovering all those motives, values, and beliefs that were not accepted within the boundaries of one’s family (Newman & Newman, 1981). Different family environments vary in many aspects such as the parent’s level of education, economic status, occupational status, religious background, attitudes, values, interests, parents’ expectations for their children, and family size among others.

REVIEW OF RELATED LITERATURE

Researcher takes the advantage of the knowledge which has accumulated in the past as a result of constant human endeavour. Research can never be undertaken in isolation from the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher. One of the important steps in the planning of any research study) is a careful review of the research journals, books, dissertations, and other sources of information on the

problem to be investigated. Therefore, a review of the related literature must precede any well-planned research study.

The task of reviewing the literature is highly creative and tedious because a researcher has to synthesize the available knowledge of the field in a unique way to provide the rationale for this study.

Keeping in mind, the importance of the related literature, the investigator explored the previous literature relevant to the present study and could collect the following research studies, which bear direct and indirect relevance to the present study.

RESEARCH STUDIES RELATED TO EMOTIONAL MATURITY

Rani and Kumari (2014) conducted a study on the topic "Emotional Maturity of D.El.Ed. students in relation to their Adjustment". The sample of 100 students from D.El.Ed. was selected from different colleges in Sonipat. The study aimed to observe the impact of gender and types of institutions on emotional maturity and adjustment. The results of the study revealed that girl students are more emotionally mature than boys' students. The girl students are more adjusted to their environment than boys' students and the government students were having more capabilities for adjustment than private students. The study also revealed that there exists a significant relationship between student's emotional maturity and adjustment.

Naik and Sutradhar (2015) examined the Impact of Emotional Maturity on Personality of B.Ed. Trainees". A sample of 200 B.Ed. trainees were selected for the study. The main objective of the study was to find out the impact of emotional maturity on the personality of B.Ed. trainees of West Bengal. The result of the study revealed that there is a significant impact of emotional maturity on the personality of B.Ed. trainees.

Pawar and Ahire (2016) in their study, "Emotional Maturity of Aided and Unaided B.Ed. College Teacher Trainees with Reference to Gender". The results of

the study revealed that there is a significant difference between aided and unaided B.Ed. college teacher trainees on Emotional Maturity. The study also showed the significant gender difference in Aided B.Ed. college teacher trainees on Emotional Maturity.

Anand (2017) investigated the correlation between Emotional Maturity and Academic Achievement of Prospective Teachers. The sample of 120 prospective teachers was selected from Visva-Bharati University. The results of the study showed that there is no significant difference in academic achievement between the mature and immature levels of emotional maturity of prospective teachers, which means that different level of emotional maturity of prospective teachers‟ does not necessarily determine their academic achievement. also, a positive correlation was found between emotional maturity and academic achievement of Prospective teachers.

Anand and Annadurai (2018) studied the relationship between Social Adjustment and Emotional Maturity of B.Ed. Trainees. Sample of 145 B.Ed. trainees were selected for the study. The study aimed to find the relationship between social adjustment and emotional maturity of B.Ed. trainees. The finding of the study showed a positive substantial relationship between social adjustment and emotional maturity of B.Ed. trainees.

Srinivasan and Pugalenthi (2019) investigated Emotional Maturity and Teaching Competency among Prospective Teachers. A sample of 650 prospective teachers studying in Coimbatore, Nilgiris, and Tirupur districts of Tamilnadu, India were selected. The study aimed to find the significant difference between difference in the teaching competency of prospective teachers regarding gender, and type of college. The result of the study showed that there is no significant difference in the emotional maturity of prospective teachers about gender and also there is no significant difference in the teaching competency of prospective teachers about gender was found. The study also revealed that there is no significant difference between the mean scores in emotional maturity with the type of college and no

significant difference was found between the mean scores in the teaching competency with the type of college.

Kumar, Ahmad, and Nazli (2020) examined Emotional Maturity and Academic Achievement among students of B. Ed. General and Special Education. Sample of 300 students pursuing B.Ed. out of which 150 from special education and 150 from general education were selected from colleges of Chandigarh and Rohtak (Haryana). The major findings of the study revealed that emotional maturity and academic achievement were significantly different from each other. B.Ed. general education students possessed higher levels of emotional maturity than the students of special education. However, students of B.Ed. general education possessed a higher level of academic achievement than the B.Ed. special education. No significant difference in emotional maturity and academic achievement concerning gender was found. The findings concluded that the higher the emotional maturity higher the academic achievement. The students of B.Ed. general education had an advantage over the students of B. Ed. special education in terms of emotional maturity as well as academic achievement.

Sen and Sutradhar (2022) in their study named, "Effect of Different Dimensions of Emotional Maturity on Academic Achievement of B.Ed. Trainees". A sample of 100 trainees pursuing a B.Ed. was selected from colleges of Birbhum District (West Bengal). The study aimed to find out the effect of emotional maturity and its different dimensions on academic achievement among the B.Ed. trainees. The findings also showed a significant difference between emotional maturity and its few dimensions i.e., emotional progression, and independence among trainees concerning the academic achievement of B.Ed. trainees. However, no significant difference was found for the dimensions of emotional stability, social adjustment, and personality integration among B.Ed. Trainees on their academic achievement. The findings concluded that emotional maturity and its dimensions had a significant effect on the academic achievement of B.Ed. trainees.

RESEARCH STUDIES RELATED TO SELF-CONTROL

Kumar (2016) examined A Study of Self-Control of Higher Secondary Students. The sample consists of 300 higher secondary students were selected. The objective of the study was to determine the self-control of higher secondary students. The results of the study revealed that the higher secondary students irrespective of their gender, locality of the institution, type of institution, medium of instruction, religion, community, parental education, birth order, and type of family have an average level of self-control and the findings of the study also revealed the insignificant difference between the gender, locality of the institution, type of institution, medium of instruction, religion, community, parental education, birth order and type of family have an average level of self-control towards higher secondary students.

Dixit (2017) in her study Effect of Emotional Regulation and Self-Control on Experiences in Close Relationships among Young Adults. A sample of 100 participants aged group 20 to 29 was selected. The study aimed that emotional regulation and self-control or the willingness to sacrifice has a positive relationship to the experiences in close relationships. The findings of the study revealed a positive correlation between the variables.

Hanife, Salaheddin, and Emine (2020) attempted to construct the Academic Self-Control Scale for Secondary School Students: A Validity and Reliability Study. A sample of 1,087 students from three different public secondary schools in Ankara, Turkey. The study aimed to develop a valid and reliable instrument for evaluating the academic self-control behavior of secondary school students. The findings of the study revealed that the Academic Self-Control Scale, consisting of 12 items and two factors, is a suitable measurement tool that can be used to evaluate the academic self-control skills of 6th, 7th, and 8th graders.

Prasad and Sultana (2020) conducted a study on Self-Control and Smartphone Overuse among Late Adolescent Students. A sample of 120 adolescent

students age group 18-21 years was selected. The study aimed to study self-control, smartphone overuse, and their association among late adolescent students. The findings of the study revealed that the male group significantly experienced overuse of their smartphones whereas their opposite-gender group exercised better self-control to curb usage of their gadgets. Science stream students felt using their devices in driving whereas those who were from the arts stream underwent overdependence on their phones. Arts and science group students had similar experiences in controlling themselves against their impulsive behavior for their smartphone overuse. Students engaged in using their smartphones excessively could lower their self-control. Self-control could be explained by negatively predicting smartphone overuse.

Hidayah (2021) investigated the, "Students' Self-Adjustment, Self-Control, and Morality". Sample of 210 students at the senior high school Al-Yasini Pasuruan, all age group14–18 years were selected for the study. The study aimed to find the factors influencing the morality of students warrants urgent investigation. The study resulted in four findings:

1. self-adjustment influences the morality of students.
2. self-control also influences the morality of students.
3. self-adjustment and self-control both have a positive effect on morality.
4. self-control proved to be a mediator between self-adjustment and morality.

The findings of the study suggested that a more comprehensive study for determining other research variables will yield different results, however. More specifically, further studies will be needed to reveal other factors that may promote morality in school students.

Khadka and Magar (2021) studied the Anger-Expression and Self-Control Skills among Teenagers in a High School in Bharatpur. A sample of 113 teenagers were selected. This objective of the study to assess the anger expression and self-control skills among teenagers in high school, in Chitwan. The findings of the study revealed that less than half (47.4%) of the teenagers had a high level of anger expression and more than half (51.9%) of the teenagers had lower self-control skills.

The level of anger expression of teenagers was statistically significant with class and father's educational status and, also a statistically significant association between the teenager's level of self-control skills and exercise. The findings also revealed a moderately positive correlation (r=0.171) and a statistically significant association between anger expression and self-control skills.

RESEARCH STUDIES RELATED TO FAMILY ENVIRONMENT

Kaur, Dhillon, and Kaur (2015) examined the Relationship between Family Environment and with Mental Health of Adolescents of Sirsa District on a sample of 60 adolescents were taken. The study aimed to examine the relationship between family environments and the mental health of adolescents in the Sirsa district. The results of the study revealed that no significant relationship between mental health and family environment among adolescents.

Pappattu and Vanitha (2017) conducted a Study on Family Environment and its Effect on Academic Achievement in Science among Secondary School Students. The sample of 300 students was taken from 8 schools in the Palakkad district. The objective of the study was to study the effect of family environment on academic achievement in science. The conclusion of the study revealed that there is no relationship exists between family environment factors and achievement in science skills among secondary school students.

Singh (2018) studied the relationship between Family Environment with the Mental Health of Secondary School Students in the Greater Noida Region of India. The sample of 168 Secondary School Students included boys and girls from rural and urban equally. The study aimed to find the relationship between family environments and the mental state of adolescents in the Greater Noida Region. The findings of the study showed a positive correlation between the mental health of adolescents and the family environment. It is suggested that family environment is improved then the mental health of students can also be improved.

Tripathy and Sahu (2019) examined the Impact of Family Environment on the Socio-Emotional Adjustment of Adolescent Girls in Rural Areas of Western Odisha. A sample of 100 teenagers in the age group of 17-18 years was selected. The study aimed to assess the effect of the adolescent girls' family environment and their socio-emotional adjustment. The findings of the study revealed that families should reduce conflict and increase cohesion as this may have a positive effect on the psychological adjustment of adolescents.

Rani and Kumari (2019) studied the relationship between Emotional Maturity & Family Environment of adolescents. A sample of 250 adolescents from Muzaffarpur District was selected. The objectives of the study were to examine the effect of the family environment on adolescents on their emotional maturity and the relationship between family environment and emotional maturity. The findings of the study found no significant difference between male and female adolescents with regard to their scores of family environment and emotional maturity.

Binuraj and Chitra (2020) examined the Comparison of Family Environment of Higher Secondary Students Based on Family Type; Locality and Socio-Economic Status. A sample of 600 Students was collected from the four districts of Kerala. The study aimed to compare the Family Environment of higher secondary students based on family type, locality, and socio-economic status. The results of the study revealed that there is a significant difference in Family Environment due to family type, locality, and socio-economic status of higher secondary students.

Motamedhi (2020) conducted a study on the Family environment on the emotional, social, and academic adaptation of adolescents: A study of middle school students. The sample of 9,728 school students was selected from the Middle East country. The study aimed to find the role of the family in the emotional, social, and academic adaptation of middle school students. The results of the study showed that most students have average or better behavior adaptation. Moreover, healthy family

structures, favorable economic situations, and high-end paternal professions facilitate behavior adaptation.

Zhao and Zhao (2022) surveyed the Impacts of family environment on adolescents' academic achievement. A sample of 9,449 eighth-grade students was selected. The survey aimed to find the effect of adolescents' positive or negative peers between the family environment and academic achievement, and whether the gap between self and parental educational expectation plays a moderating effect. The results of the study revealed that family environment and peer interaction can positively predict adolescents' academic achievement, peer interaction quality plays a partial mediating role in the process of family environment positively affecting academic achievement, and the educational expectation gap moderates the effect of the family environment on academic achievement and also on peer interaction quality.

SIGNIFICANCE OF THE STUDY

Emotional maturity is not an inborn characteristic but develops slowly with experiences. It has been stressed that environmental influences, the child-rearing approach of parents, and parental socio-emotional maturity are from the foundation of emotions during the early years. Emotional maturity is the state where in one's emotional reactivity is considered appropriate and normal for children in a given society. Emotional maturity has a crucial role to play in our day-to-day work and is shown in emotionally stable, emotional profession, social adjustment, personality integration, and independence. Self-control or self-mastery is a far greater possession than the possession of earthly goods. If we do not possess self-control, even though we possess all the fine things of life and became unable to use them to any advantage. More than that, we may unconsciously strike at the very root of our life. Under the influence of hatred or any violent, uncontrolled emotion, a person may do something he will always regret, the very thing that he knows to be destructive. If we ask him why he did it, he will say that he could not control it, and it happened in a flash of impulse. But why should such an impulse rise at all? It is not through chance we fall under the sway of these evils. A man may use high-

sounding words expressing moral ideas, but if he lacks the fundamental principles of life, if he lacks forgiveness, he will burst out in anger someday, and then all his dogmas and theories will go for nothing. The phrase “Family Environment” refers to all the entities, forces, and conditions in the home which influence the child physically, intellectually, and emotionally. Late adolescence is a phase of life when students face many psychological and social problems especially due to the family and/or peer pressure of acceptance and academic stress. They also feel confused with the values of the family as well as the values followed by the peer group. The burden of coping with the stress leads to anxiety and a feeling of insecurity. A specific need for identifying these phenomena of emotional maturity, self-control, and family environment as a natural and inevitable essential outcome of student, growth, and development. Emotional maturity, self-control, and Family become important in the behavior of individuals. As prospective teachers are the pillar of future generations, their value patterns of emotional maturity and self-control are vital.

The present study will find out the Emotional Maturity of B.Ed. trainees in relation to their self-control and family environment variables. The findings of the study will have great importance for educational institutions providing B.Ed. training and the present study will help to develop the psychological potential among B.Ed. trainees to deal with different situations and face teaching-learning problems. The studies regarding emotional maturity among the B.Ed. trainees are rare. An attempt was made here to study the emotional maturity of prospective teachers in relation to certain selected variables. This study will be helpful for educationists, counsellors, administrators and curriculum framers to design and conduct the academic as well as other activities to develop the emotional maturity of the students right from the school stage.

STATEMENT OF THE PROBLEM

“EMOTIONAL MATURITY OF PROSPECTIVE SECONDARY SCHOOL TEACHERS IN RELATION TO SELF-CONTROL AND FAMILY ENVIRONMENT”

OBJECTIVES OF THE STUDY

The study will be conducted to achieve the following objectives:

1. To study the Emotional Maturity of prospective secondary school teachers with respect to:

(i) Gender

(ii) Family Type

(iii) Self-Control

2. To study the interactional effect between:

(i) Gender and Family Type

(ii) Gender and Self-Control

(iii) Family Type and Self-Control

(iv) Gender, Family Type, and Self-Control

with regard to Emotional Maturity of prospective secondary school teachers.

3. To study the Emotional Maturity of prospective secondary school teachers with respect to:

(i) Gender

(ii) Family Type

(iii) Family Environment

4. To study the interactional effect between:

(i) Gender and Family Type

(ii) Gender and Family Environment

(iii) Family Type and Family Environment

(iv) Gender, Family Type, and Family Environment

with regard to Emotional Maturity of prospective secondary school teachers.

5. To study the correlation between Emotional Maturity and Self-Control of prospective secondary school teachers.
6. To study the correlation between Emotional Maturity and the Family Environment of prospective secondary school teachers.
7. To study the relative predictive efficacy of Self-Control and Family Environment in determining Emotional Maturity of prospective secondary school teachers.

HYPOTHESES OF THE STUDY

1. There will be no significant difference in the Emotional Maturity of prospective secondary school teachers with respect to:

(i) Gender

(ii) Family Type

(iii) Self-Control

2. There will be no significant interaction between:

(i) Gender and Family Type

(ii) Gender and Self-Control

(iii) Family Type and Self-Control

(iv) Gender, Family Type, and Self-Control

with regard to emotional maturity of prospective secondary school teachers.

3. There will be no significant difference in the Emotional Maturity of prospective secondary school teachers with respect to:

(i) Gender

(ii) Family Type

(iii) Family Environment

4. There will be no significant interaction between:

(i) Gender and Family Type

(ii) Gender and Family Environment

(iii) Family Type and Family Environment

(iv) Gender, Family Type, and Family Environment

with regard to emotional maturity of prospective secondary school teachers.

5. There will be no significant correlation between Emotional Maturity and Self-Control of prospective secondary school teachers.
6. There will be no significant correlation between the Emotional Maturity and Family Environment of prospective secondary school teachers.

DELIMITATIONS OF THE STUDY

1. The sample of the present investigation will be including only teacher trainees studying in different B.Ed. colleges of Himachal Pradesh.
2. The present study will be restricted to three variables i.e., Emotional Maturity as the dependent variable Self-Control and Family Environment as an independent variable.

OPERATIONAL DEFINITIONS OF TERMS USED

1. Emotional Maturity: Emotional maturity is defined as how well you can respond to situations, control your emotions and behave in an adult manner when dealing with others."

2. Prospective Secondary School Teachers: Those students who are studying in B.Ed. Colleges.

3. Gender: refers to Male and Female.

4. Self-Control: Self-control is the ability to not show your feelings or not do the things that your feelings make you want to do.

5. Family Type: refers to nuclear and joint family circumstances.

6. Family Environment: The family environment "involves the circumstances and social climate conditions within families.

VARIABLES OF THE STUDY

A Variable is defined as a characteristic, number, or quantity that may assume different values. The values that a variable takes on can be determined by the researcher and can be either measured or not measured. Variables are an important part of any research study. They allow researchers to control for different factors that could affect the outcome of the study. Without variables, it would be difficult to isolate the specific causal effect of one factor on another. Variables can be broadly classified into three types: Independent Variables, Dependent Variables and Confounding Variables.

In the present investigation involves two types of variables viz: Independent and Dependent Variables.

Independent Variable

Independent Variables are conditions or characteristics that the experimenter manipulates or controls in his/her attempt to ascertain their relationship to observed phenomena. These are called stimulus variables.

In the present study, the Independent Variables are: Gender, Family Type, Self-Control, and Family Environment.

Dependent Variable

Dependent Variables or Criterion Variables are the conditions or characteristics that appear, disappear or change as the experimenter introduces, removes or changes independent variables. These variables are called response or outcome variable.

In the present study, Dependent Variable is Emotional Maturity.

RESEARCH METHOD TO BE USED

For conducting the present investigation, a descriptive survey method of research will be used.

SAMPLING

The sample represents a subset of manageable size. Multistage stratified random sampling technique will be used by investigator for the purpose of selection of the sample. Sample will be selected in the following phases:

Phase One: Selection of Districts

Himachal Pradesh consists of 12 districts. Out of these 12 districts, four districts will be selected randomly by the investigator through lottery method.

Phase Two: Selection of Colleges

At this stage, the list of B.Ed. colleges in each sampled district will be prepared and two or three B.Ed. colleges from each district will be selected through systematic random sampling technique.

Final/Third Phase:

The prospective secondary school teachers studying in these B.Ed. college will be sampled which will be conveniently available for necessary data.

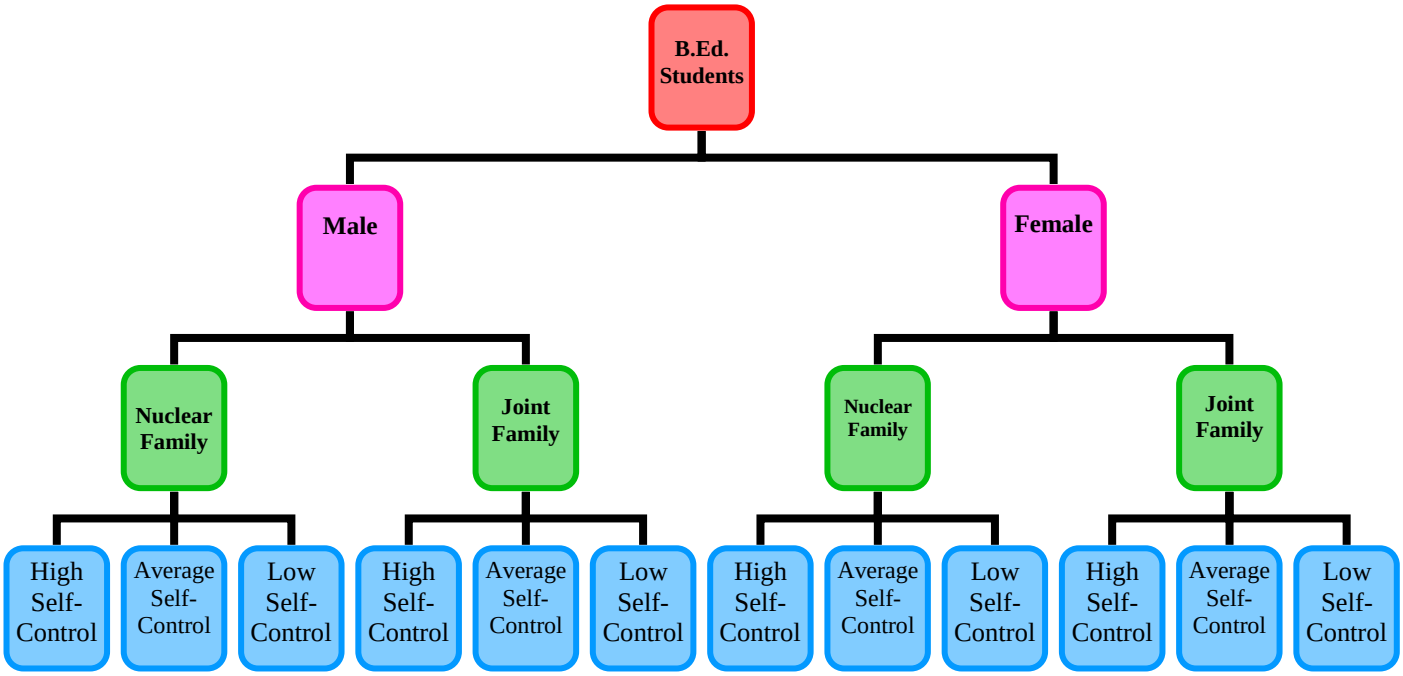
In all, the researcher will make efforts to cover at least 1000 students from all the sampled B.Ed. colleges.

DESIGN OF THE STUDY

The following research design will be employed for attaining the objectives of the present study:

Research design for self-control

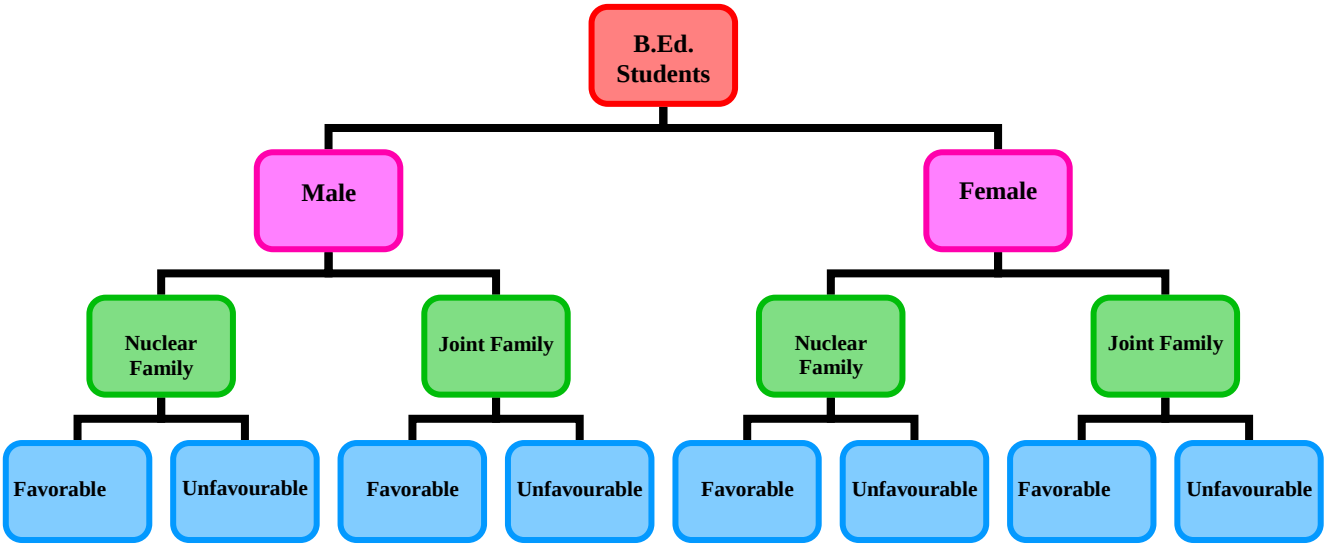
(2X2X3 Factorial Design)



Scores of Dependent Variable

Research design for Family Environment

(2X2X2 Factorial Design)



Scores of Dependent Variable

RESEARCH TOOLS TO BE USED

For the collection of data in the present study, the investigator will use the following research tools:

- **Emotional Maturity Scale by Y. Singh and M. Bhargava. (2012)**
- **Self-Control Scale by AK Singh and Alpana Sen Gupta (2022)**
- **Family Environment Scale** will be developed by the investigator himself.

PROCEDURE FOR DATA COLLECTION

For collecting the data, the investigator will personally visit the selected college. The tools will be administered to the selected sample of prospective teachers with the prior permission of the head of institutions.

Before getting completed tools from prospective teachers, a proper rapport will be established with them and all of them will be requested to give requisite information on each item in the tools. All of them will be assured that the

information furnished by them will be kept strictly confidential and will not be shown even to the managing committee members and principals of the colleges.

STATISTICAL TECHNIQUES TO BE USED

In order to achieve the objectives of the present study, different types of statistical techniques will be employed.

First of all, for checking the normality of the data certain descriptive statistics like mean, median, mode, SD, Skewness, and Kurtosis will be calculated on emotional maturity scores and self-control scores.

To study the impact of gender, family type, self-control, and family environment on the emotional maturity of prospective teachers, the statistical technique of Analysis of Variance" (Three-Way) will be applied.

To study the correlation between emotional maturity, self-control, and family environment, the product-moment correlation by Karl Pearson will be employed.

To study the relative predictive efficacy of self-control and family environment on emotional maturity, the linear regression technique will be employed.

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